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|--------------------------------------|--|---|---|
| School name and contact number | Beaver Road Primary 0161 445 9337 | DfE number | 3522017 |
| Head teacher | David How | Chair of Governors | Andrew Harty |
| QA professional | Andrew Lagden | Date/length of meeting | 19 January 2015; 3.5 hours |
| Meeting attendees and roles | SLT: David How (Headteacher) Chris Warren (Deputy headteacher) Sarah Turner (Assistant headteacher KS2) Jo Burrows (Assistant headteacher KS1) Julie Anne Shaughnessy (Assistant headteacher EYFS) | | |
| | Governing Body: Paul Barker-Mathews | | |
| % of pupils eligible for FSM 2015/16 | 12.7% | Pupil premium allocation 2015/16 | £ 104 000 |
| Last Ofsted grade and date | Outstanding October 2011 | Current judgement of overall effectiveness against the September 2015 Manchester school self-evaluation framework | Number of children looked after 2015/16 & which year groups |
| | | | 4 notified (Reception and Years 1, 2 and 4) |
| | | School | QA prof. (Based on evidence provided) |
| | | Outstanding | Outstanding |

| End of KS2 outcomes | | | | | | | |
|-----------------------|-------------------|--------------------|----------|--------------------|------------------|--------------------|---|
| | National Averages | | | | | | National floor standards 2015 |
| | 2013 | | 2014 | | 2015 provisional | | |
| L4+ R, W & M combined | 75% | | 79% | | 80% | | 65% |
| | expected | more than expected | expected | more than expected | expected | more than expected | Expected progress national median 2014 (2015 TBC) |
| Reading progress | 88% | 30% | 91% | 35% | 91% | 33% | 94% |
| Writing progress | 91% | 30% | 93% | 33% | 94% | 36% | 96% |
| Maths progress | 88% | 31% | 89% | 35% | 90% | 34% | 93% |

| End of KS2 outcomes | | | | | | | End of KS2 projections | |
|-----------------------|------------------------|--------------------|------------------------|--------------------|------------------------|--------------------|-------------------------------------|------------------------|
| | School averages | | | | | | 2016 | |
| | 2013 | | 2014 | | 2015 | | Will be at age related expectations | Will have exceeded ARE |
| L4+ R, W & M combined | 89% | | 90% | | 91% | | | |
| | Made expected progress | More than expected | Made expected progress | More than expected | Made expected progress | More than expected | | |
| Reading | 93% | 39% | 98% | 40% | 98% | 49% | 80% | 15% |
| Writing | 100% | 47% | 95% | 47% | 100% | 77% | 83% | 20% |
| Maths | 96% | 65% | 94% | 55% | 99% | 72% | 83% | 20% |

| Behaviour and attendance: national averages | | | |
|---|-------|-------|---------------------|
| | 2013 | 2014 | 2015 |
| % overall absence | 4.8% | 3.9% | % (TBC Spring 2016) |
| % persistent absence | 3.6% | 2.8% | % (TBC Spring 2016) |
| Fixed term exclusions | 0.87% | 1.02% | % (TBC Autumn 2016) |
| Permanent exclusions | 0.02% | 0.02% | % (TBC Autumn 2016) |

| Behaviour and attendance: school averages | | | | | | | | | |
|---|------------------|----------|----------------|------------------|----------|----------------|------------------|----------|----------------|
| | 2013 | | | 2014 | | | 2015 | | |
| | Actual | Target | | Actual | Target | | Actual | Target | |
| % overall absence | 4.6% | 4.0% | | 3.3% | 4% | | 3.4% | 3.5% | |
| % PA | 4.2% | 3.5% | | 1.3% | 2% | | 1.1% | 1.5% | |
| | Number of pupils | School % | Number of days | Number of pupils | School % | Number of days | Number of pupils | School % | Number of days |
| Fixed term exclusions | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 |
| Permanent exclusions | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 |

| Percentage of pupils who achieved age related expectations in July 2015 | | | | | | | | | |
|---|---------|-------|---------|-------|----------|-------|----------------|--------|------|
| | GLD | CLL | PD | PSED | Literacy | Maths | U of W | EA & D | |
| EYFS | 71.9% | 87.6% | 94.4% | 94.4% | 77.5% | 78.7% | 80.9% | 86.5% | |
| | Reading | | Writing | | Maths | | R,W,M combined | | GPS |
| | L2C+ | L2B+ | L2C+ | L2B+ | L2C+ | L2B+ | L2C+ | L2B+ | |
| Y2 | 94% | 90% | 96% | 88% | 94% | 90% | 94% | 88% | |
| | L4C+ | L4B+ | L4C+ | L4B+ | L4C+ | L4B+ | L4C+ | L4B+ | L4C+ |
| Y6 | 92% | 88% | 95% | 88% | 94% | 91% | 92% | 88% | 94% |

| Percentage of pupils who achieved the school's own end of year expectations in July 2015 | | | | | | |
|--|---------|--|---------|--|-------------|----------------|
| | Reading | | Writing | | Mathematics | R,W,M combined |
| Y1 | 83% | | 86% | | 76% | 76% |
| Y3 | 83% | | 80% | | 80% | 80% |
| Y4 | 85% | | 81% | | 76% | 76% |
| Y5 | 68% | | 60% | | 68% | 60% |

Analysis and evaluation of 2015 EYFS outcomes: all pupil groups including CLA & those supported by the pupil premium

- 71.9% of children achieved a good level of development, which was above the national and LA averages
- The percentage achieving a good level of development has been in line with, or exceeded, both national and local averages for the past three years
- 87.6% achieved the prime early learning goals and 69.7% the specific learning goals; both figures were above national averages
- In all areas of learning children achieved above national and LA averages; the exception was in understanding of the world where they achieved below the national average but above the LA average
- The academy has analysed performance in understanding of the world and has changed the content to provide more opportunities for children to explore the world, and their immediate surroundings, and is monitoring planning to ensure that appropriate time is given to this aspect of learning
- There were five disadvantaged children; four achieved the prime learning goals, one achieved the specific learning goals and one achieved a good level of development
- Disadvantaged children appear to have made very good progress during Reception; they had significantly below average starting points and were not expected to meet age related expectations in all areas of learning by the end of Reception
- Many interventions were put in place to ensure that they were supported to achieve the prime and specific learning goals

Analysis and evaluation of 2015 KS1 outcomes: all pupil groups including CLA & those supported by the pupil premium

- The test results in **reading** were above the national average at L2C+ (94%) by 4%, above the national average at L2B+ (90%) by 8% and above the national average at L3 (48%) by 16%; results have been above average in the past three years
- In **writing** the results were above the national average at L2C+ (96%) by 8%, above the national average at L2B+ (88%) by 16% and above the national average at L3 (21%) by 3%; the results have been above the national average in two out of the last three years
- In **mathematics** the results were just above the national average at L2C+ (94%) by 1%, above the national average at L2B+ (90%) by 8% and above the national average at L3 (31%) by 5%; the results have been above the national average in the past four years
- Overall, the performance of boys was below that of girls; the performance of both boys and girls was above national averages
- There were ten disadvantaged pupils; in all subjects their performance was below that of other pupils but in line with that of this group nationally
- There were sixteen pupils speaking English as an additional language; in all subjects their performance was below that of other pupils and this group nationally
- There were two pupils having special educational needs; in all subjects they performed below other pupils but in line with that of this group nationally

Analysis and evaluation of 2015 KS2 outcomes: all pupil groups including CLA & those supported by the pupil premium

- Attainment at L4+ in **reading** (92%) was above the national average by 3%, at L4B+ (88%) it was above national average by 8%, at L5 (65%) it was above the national average by 17% and 2% of pupils achieved L6; results have been above the national average in four of the past five years
- Attainment at L4+ in **writing** (95%) was above the national average by 8%, at L5 (65%) it was above the national average by 29% and 10% of pupils achieved L6; results have been above the national average in four of the past five years
- Attainment at L4+ in **mathematics** (94%) was above the national average by 7%, at L4B+ (91%) it was above the national average by 14%, at L5+ (63%) it was above the national average by 22% and at L6 (28%) it was above the national average by 19%; results have been above the national average in the past five years
- The performance of boys was above that of girls for combined reading, writing and mathematics; the performance of both boys and girls was above national averages
- There were eleven disadvantaged pupils; in combined reading, writing and mathematics, their performance was below that of other pupils but above that of this group nationally
- In reading, their performance was below that of other pupils and just below that of this group nationally, in writing, it was below that of other pupils but above that of this group nationally and in mathematics it was below that of other pupils but above that of this group nationally
- There were fourteen pupils speaking English as an additional language; in combined reading, writing and mathematics, their performance was below that of other pupils but above that of this group nationally
- There were 79 non-mobile pupils that had been at the academy throughout Years 5 and 6; in combined reading, writing and mathematics, their performance was above that of this group of pupils nationally
- There were fifteen pupils having special educational needs; in all subjects their performance was below that of other pupils
- There were fourteen pupils speaking English as an additional language; in combined reading, writing and mathematics, their performance was below that of other pupils but above that of this group nationally
- There was one pupil designated as CLA; in combined reading, writing and mathematics, his/her performance was above that of other pupils and this group nationally
- The value added score for overall progress between Key Stages 1 and 2 was 102.8 which was above the national average and puts the academy in the top 1% of schools; the position improved when compared to 2014

Evaluation against the September 2015 updated Manchester School Self-Evaluation & Ofsted Frameworks

Effectiveness of leadership and management: evaluation and supporting evidence

- There is a strong leadership team with its members working very well together to implement the academy's vision and having a detailed picture of the main strengths and areas for improvement
- Discussions with a member of the governing body indicates that governors have a wide range of experience, a high level of involvement in the work of the academy and a pro-active role in challenging senior leaders
- Strong leadership of teaching is demonstrated by a booklet clearly setting out the academy's high expectations which are based on the Kagan structures
- A wide range of robust monitoring and evaluation procedures, coupled with mentoring, coaching and professional development opportunities, ensure that high standards of teaching are maintained
- The curriculum is based on the Learning Challenge approach, which fully involves pupils in their work; high numbers of them participate in sporting and musical activities

Summary statement by QA professional

Leadership is outstanding because leaders demonstrate a clear commitment to setting high expectations which, together with innovative teaching and curriculum approaches, have led to outstanding pupil outcomes

School self-evaluation judgement

Outstanding

QA professional judgement (*based on the evidence provided*)

Outstanding

Quality of teaching, learning and assessment: evaluation and supporting evidence

- The majority of teaching is currently evaluated as being outstanding because of excellent relationships, teachers having a very good subject knowledge and increasingly encouraging the use of reflection to promote learning
- Opportunities provided for teachers to plan together promote consistency with pupils benefitting additionally from specialist teaching in several subject areas
- The academy feels that the use of assessment information by teachers with pupils increasingly assessing their own progress, together with highly effective questioning, ensures that work challenges all pupils
- There are excellent levels of engagement with parents, with high numbers of them attending events such as those organised by the Parent Teacher Association
- The academy ensures robust performance management procedures, using the Teachers' Standards, with targets being linked to the academy improvement plan

Summary statement by QA professional

The academy's evaluation that teaching, learning and assessment are outstanding appears to be accurate because its many strengths, the full involvement of parents and robust performance management ensure outstanding pupil outcomes

School self-evaluation judgement

Outstanding

QA professional judgement (*based on the evidence provided*)

Outstanding

Personal development, behaviour and welfare: evaluation and supporting evidence

- The academy has a very positive learning environment and ethos where pupils and staff demonstrate very high levels of respect for each other at all times
- There are very clear expectations for high standards of behaviour which are understood by pupils and have led to many positive comments from visitors to the academy; there have been no exclusions in the last three years
- Pupils particularly enjoy taking part in the debates and discussions organised by the School Council and benefit from participation in the wide range of sports sessions led by a specialist coach
- Attendance is above average; this reflects the high levels of enthusiasm for, and commitment, to the academy by both pupils and parents

Summary statement by QA professional

This aspect is outstanding because the academy's very positive learning environment promotes excellent behaviour and attitudes with high levels of pupil participation in the many opportunities provided

School self-evaluation judgement of behaviour
Outstanding

School self-evaluation of personal development and welfare
Outstanding

QA judgement (*based on the evidence provided*)
Outstanding

QA judgement (*based on the evidence provided*)
Outstanding

Outcomes for pupils: evaluation and supporting evidence

- Results at Key Stage 1 in 2015 were above the national average, with improvements seen since 2014
- Results at Key Stage 2 in 2015 were above the national average; the percentage achieving L4+ in combined reading, writing and mathematics increased slightly when compared to 2014
- The percentages of pupils making expected, and more than expected, progress were above national averages
- At Key Stage 2 there were eleven disadvantaged pupils and fourteen speaking English as an additional language; they did not do as well as other pupils but they did perform above the national averages for these groups
- The gap between the attainment of disadvantaged pupils and others narrowed in most subjects between 2014 and 2015
- The academy tracks pupil progress through regular meetings which include a discussion on the performance of disadvantaged pupils, with intervention provided as appropriate; teachers' appraisal include targets for the performance of vulnerable pupils
- It is currently predicting that 82% of pupils will meet age related expectations in 2016, with additional support being provided for a weaker cohort
- The academy has developed new assessment arrangements which are based on seven grades used for assessing the work of all year groups; support is being provided for staff and information for parents is available on the website

Summary statement by QA professional

The academy's judgement that outcomes are outstanding appears to be accurate; there was an extensive discussion on this aspect, based on the descriptors in the current Ofsted evaluation schedule, with a focus on evaluating the evidence provided for the performance of disadvantaged pupils

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| School self-evaluation judgement | Outstanding |
| QA professional judgement (<i>based on the evidence provided</i>) | Outstanding |

Effectiveness of the Early Years Provision – Quality and Standards: evaluation and supporting evidence

- Most children appear to make strong progress, with 71.9% of them achieving a good level of development in 2015, which was above the national average
- Leaders have a strong picture of the main strengths and areas for improvement and are willing to try new ideas; they are also currently providing additional support for 'Understanding of the world'
- Teaching is evaluated as being at least good, and often outstanding, with a focus on encouraging independent learning in both indoor and outdoor areas
- Formative assessment procedures allow staff to track progress against areas of learning and plan challenging activities for all groups of children
- The academy ensures that there are very effective communications with parents, particularly on a daily basis, in order to support children's learning

Summary statement by QA professional

This aspect is outstanding because the leadership has had a clear focus on securing high standards of teaching, very effective links with parents and strong outcomes for children

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|--|--------------------|
| School self-evaluation judgement | Outstanding |
| QA professional judgement (<i>based on the evidence provided</i>) | Outstanding |

Key priorities 2015/16 and issues to be addressed/monitored by the governing body

- The academy has established five priorities for 2015/16 including
 1. The further development and establishment of assessment procedures
 2. Establishing the academy as a 'Reading School'
 3. Establishing high quality science teaching and learning for all pupils
 4. Establishing high quality computer education across the academy
 5. Developing mathematical problem solving
- The academy should ensure that the evaluation of outcomes includes the information provided about the closing of the gap in attainment and progress between disadvantaged pupils and others

Key focus areas for SLT to follow up

There are no further visits by the QA professional planned for 2015/16 but an area for SLT focus is indicated below

| | |
|-------------------|--|
| Key focus: | Ensuring that the evaluation of outcomes includes the information provided about the closing of the gap in attainment and progress between disadvantaged pupils and others |
| Activity 1 | Inclusion of appropriate evidence in the self-evaluation summary |